

# CITY OF EL PASO

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Leadership • Performance • Service

## Employee Performance Evaluation Manual



Civil Service Commission  
Human Resources Department  
Revised October 25, 2007

# EMPLOYEE PERFORMANCE EVALUATION MANUAL

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# PERFORMANCE RATING

## SECTION I

### General Provisions

#### A. Purpose

The Performance Rating System is a procedure used by a supervisor in evaluating the work performed by subordinate employees. The purpose of evaluating the work and behavior of employees is to determine the relationship of employee performance to work and behavior standards; to discover performance problems and their causes; to establish goals for the next rating period; and to learn the reaction of employees toward the present work stations and plans for improvement.

#### B. Use of Performance Ratings

When an evaluation is done thoughtfully and conscientiously, it serves several very important functions:

1. Provides recognition for good work;
2. Assists in locating special talents and abilities which might otherwise not be noticed or recognized;
3. Identifies areas related to current job duties and responsibilities and career development; or
4. Provides documentation for promotion, transfers, reassignments, merit increases, separations, reinstatements and similar personnel actions.

#### C. Authority

Article VI, Section 6.12 "Standards of Efficiency" of the City Charter requires that the City Manager, or by designation the Human Resources Director, establish by written policy appropriate standards of efficiency for all positions in each class and grade in the classified positions. Rule 14 "Appeal of Efficiency Ratings" of the Civil Service Rules outlines the appeal process. Rule 9, Section 2. "Examination, Marking and Rating" states that manner in which performance rating points are combined with examination points and seniority points to yield a final promotional examination score.

## SECTION II

### General Procedures

#### A. Procedures for Completing Performance Rating Forms

In order to facilitate the work of Rating Authorities, the Human Resources Director shall make available the rating forms to the various departments and divisions. A copy of the completed form shall be submitted to the employee, a copy retained by the department and the original to be returned to the Human Resources Director within 30 calendar days from the day it is due to the employee. Every effort must be made to present the employee with his/her Performance Rating no later than the date it is due and in no event shall the Performance Rating be presented to the employee more than 30 calendar days after its due date.

#### B. Performance Standards

The requirements of the position and not comparisons of individual employees constitute the standards of performance or the basis upon which supervisors will uniformly rate the efficiency of each employee under their jurisdiction. The standard of performance against which observed performance is compared shall be the performance which may be expected after a reasonable period of training of a fully qualified, competent and acceptable employee.

#### C. Types of Ratings and When They Are Prepared

1. Probationary: Prior to the completion of the six-month probationary period, for both original and promotional appointments, the Department Head must return to the Human Resources Department within 30 calendar days from the day it is due to the employee, the rating form prepared for the probationary employee. The probationary employee becomes permanent at the successful completion of the probationary period.
2. Scheduled: Each Department Head shall submit performance evaluation reports to the Human Resources Director within 30 calendar days from the day it is due to the employee.
3. Unscheduled: Given at any time for exceptional or unsatisfactory service or when a supervisor or employee is being transferred, promoted, resigns, or for any change of status. The report must be submitted to the Human Resources Director within 30 calendar days from the day it is presented to the employee.

#### D. Who Will Make the Performance Rating

The rating of the employee will be made by their immediate supervisor who is referred to as the Rating Authority. The Rating Authority is the individual given supervisory responsibility over an employee by the Department Head. When there are several raters involved in rating employees performing the same classification assignments, they shall act as a committee to define the performance standards of the class for the purpose of developing uniform practices of evaluating employee performance within the same class.

E. Dual Supervision

1. If an employee has more than one supervisor during a rating period (such as when an employee is transferred), the supervisor in charge at the end of the regular rating period is responsible for evaluating the employee. The rating supervisor should review any unscheduled reports filed by the other supervisor(s) during the rating period and may or may not use the information contained in such report(s) in determining the final rating.
2. If an employee is assigned to more than one supervisor at the same time, a situation which should be avoided if at all possible, all supervisors should act as a committee to prepare the evaluation and sign the report. Disagreements between the two supervisors should be discussed and resolved with the reviewer.

F. Who Will Review the Performance Rating

The Reviewing Authority shall be the Department Head or designated Division Head or other supervisor. In no case shall the Reviewing and Rating Authorities be the same person, except when the City Manager is the immediate supervisor and, therefore, the Rater. All official ratings must be reviewed before the employee is given a copy of the rating. Upon disagreement between the Rating and Reviewing Authorities, where the Reviewing Authority is not the Department Head the matter shall be referred to the Department Head. The final decision shall rest with the Department Head. In cases where the Reviewing Authority is a Deputy City Manager or the City Manager, the final decision shall rest with the Deputy City Manager or City Manager, as appropriate. Differences between Rating and Reviewing Authorities shall be worked out before the evaluation is discussed with the employee.

G. Review With The Employee

Once the rating form has been completed, reviewed and agreed to by the Rating Authority and Reviewing Authority, arrangements should be made to discuss the report with the employee by the Rating Authority. Where necessary, the Department Head may wish to discuss the report with the employee also. Every effort must be made to present the employee with his/her Performance Rating no later than the date it is due and in no event shall the Performance Rating be presented to the employee more than 30 calendar days after its due date.

The discussion of the report is one of the most important parts of performance evaluation. It provides an opportunity for a frank and constructive discussion of the employee's performance in relation to the requirements of their position. It should result in a better understanding between the supervisor and the employee about what is expected of the employee and their progress towards goals. The employee should be given an opportunity to include and make their own comments. These may include suggestions for improved performance and ways to improve the overall operations of their work unit.

After the report has been reviewed with the employee by the rater, they should be requested to sign it. Their signature does not indicate agreement with the rating, but that the evaluation has been discussed with the rater. The employee shall be given a copy of the their rating form after it is completed and signed. If the employee still refuses to sign, it shall be so noted by the rater and the form forwarded to the Human Resources Department.

H. Review of Report Requested by Employee

An employee who wishes to have an additional review made of their Performance Report or to make an appeal there from, shall be instructed to take the following steps in the order indicated. The employee shall request in writing a review of the rating by the Department Head within five (5) working days after the conference with the Rater. Employees who are rated by the Department Head shall request a review of the rating by the Deputy City Manager, if a Deputy City Manager exists for such department. The Department Head or Deputy City Manager will then discuss the report with the employee within ten (10) working days. If the Department Head or Deputy City Manager is persuaded by the employee's appeal, they should confer with the Rater in an attempt to resolve the difference by having the Rater review their rating of the employee by making the necessary corrections or preparing a new report. If agreement cannot be reached, the decision of the Department Head or Deputy City Manager shall be final. The employee shall be informed in writing of the Department Head's or Deputy City Manager's final decision and of their right to appeal to the Civil Service Commission. If the employee does not wish to appeal to the Civil Service Commission, the employee may prepare comments on the report to be placed in their personnel file along with the evaluation. The time limits in this paragraph may be extended by mutual consent of the employee and Department Head or Deputy City Manager.

Employees who are rated by a Deputy City Manager or a Department Head who reports directly to the City Manager, shall request a review of the rating by the City Manager, as outlined in the paragraph above.

I. Appeal of Reports for Permanent Employees Only

If after a scheduled evaluation the employee is still dissatisfied with the final rating, they may then ask, in writing, for a further review by the Civil Service Commission. This must be done within ten (10) working days from the date of final review by the Department Head, Deputy City Manager, or City Manager as outlined in (H) above. The notice of appeal, filed by the employee with the Civil Service Commission, must be accompanied by a copy of the request for review sent to the Department Head, Deputy City Manager, or City Manager as outlined in (H) above or their designated representative including a copy of the action thereon of the department, if any.

On appeal the Civil Service Commission or Commissioner(s) will consider only the Rater's possible prejudice, or the Rater's failure to take into consideration facts or factors which should or should not affect the rating. One or more of the members of the Civil Service Commission shall review the appeal and shall report to the Commission at its next regular or special meeting. The Civil Service Commission may order a re-rating of specific factors, the summary evaluation, or the entire evaluation. When feasible to do so, the Commission will supplement the order with comments as to its reasons for ordering a re-rate.

If a re-rating is ordered by the Commission, it must be submitted to the Human Resources Director within 30 days, accompanied by a cover memo signed by the Department Head or Deputy City Manager, or City Manager as outlined in (H) above summarizing the changes made to the original evaluation. If the re-rating did not incorporate all recommendations made by the Civil Service Commission, a detailed justification for not making the changes must also be included in the memo. In cases where the Commission's recommendations were not followed, the Human Resources

Director shall place an item on the Civil Service Commission agenda, and the Department Head, or Deputy City Manager, or City Manager as outlined in (H) above shall appear before the Commission to present the justification. After hearing the justification, the Commission may request additional justification, or take other action as provided in Rule 14.

The Human Resources Director shall provide timely reports to the Commission on the status of evaluations ordered by the Commission to be re-rated.



## SECTION III

### The Evaluation

#### A. Rating System and Application of Rated Information

Performance evaluation is the supervisor's judgment of how the employee is meeting the requirements of their particular job. The evaluation of employee performance is so much a part of regular supervision that much of the time it is not even thought of as such. Supervisors should maintain a continuing process of employee evaluation by day-to-day observance, thus facilitating the written evaluation when it becomes due. Supervisors should make every effort to have ratings actually reflect the employee's performance. Equal consideration should be given to each employee when making the evaluation and the rating should not be viewed as something "to get out of the way." While no one form is the perfect answer to every rating situation, this rating form is intended to make such a periodic appraisal as simple, understandable and practical as possible. It is designed to let the supervisor have considerable leeway in their rating and at the same time provide a uniformity of record for the department and useful guidelines to the employee. Properly and conscientiously used, this form will help every supervisor and every employee to do a better job. It will give insight to the employee's attitudes and aptitudes and form a better link of communication between the supervisor and the employee.

#### B. Before You Begin the Evaluation

1. Familiarize yourself with the contents of the evaluation form. Analyze its general scope as well as the detailed instructions on the back of the form.
2. Understand thoroughly the duties and requirements of the particular position held by the employee to be rated - - it will be helpful to review the Job Class Specification. Consider the requirements and performance in terms of the level of this position.
3. Eliminate personal prejudice, bias or favoritism and be objective. For example, don't allow your own personal likes or dislikes of certain mannerisms or aspects of personal appearance or behavior to blind you to more important measure of competency or effectiveness.
4. Don't assume that excellence in one factor implies excellence in all factors. Observe and analyze the employee's performance objectively in terms of each factor listed on the rating form.
5. Consider the employee's performance during the entire rating period. While isolated occurrences may properly affect the rating, performance at other times should be considered. If the employee had a promotion or reassignment during the year, evaluate for the time during which performance was observed. Previous appraisals should not be allowed to influence current appraisals, but they can provide a point of departure to report improvement or further deterioration of performance and attainment of goals previously set.
6. Consider seniority apart from performance. An employee with a short service record may not necessarily be less effective than one with a longer term of employment - - seniority does not guarantee excellence!
7. Additional factors you consider important enough to be included in the appraisal of the employee should be included on a separate sheet of paper. This form has been prepared to give an overall picture of the employee's performance.

- However, there may be unusual or particular functions of the department or the position which requires special consideration.
8. Set performance standards which are fair, accurate, precise and meaningful and provide a basis for measuring how well a job is being performed.

C. Suggestions on How to Proceed

1. Choose a quiet place where you can work without interruption and where unauthorized persons will not see the forms.
2. Mark lightly in pencil each factor in Section A. You may later agree to change after conferring with the Reviewer. However, the report should be typed or written in ink before the interview, and any changes, corrections or deletions on the report must be initialed by the employee and the rater.
3. Be realistic in rating the best of the employee's qualities and in rating weaknesses. Don't create over-confidence in an employee when improvements are really needed. Trying to avoid an unpleasant situation or risk of losing the employee's friendship by over-rating them is unfair, both to them and to the department.
4. Use the spaces for comments. Comments concerning actual examples of employee performance are required to substantiate ratings. Use attachments if you find there is insufficient space for your comments.
5. Consider unusual circumstances such as employees you have observed for only a short period of time, employees who have done poorly as a result of ill-health or other unavoidable conditions. In all circumstances, evaluate the actual work performance, but comment fully to indicate reasons.
6. The Overall Evaluation is the entire report condensed into one of six performance levels – read the definitions of the rating scale on the back of the form before you evaluate the employee's overall performance. Your own balanced judgment is the determinant in the overall evaluation. While your overall evaluation should logically reflect performance levels indicated by your individual ratings, it should not be dictated by factors which may vary in degrees of importance between different jobs and job levels. Ask yourself how well the employee measures up to the standards of acceptable job performance for their position.
7. It should be borne in mind that before probationary or permanent employees can be released for reasons of unsatisfactory performance, there must be documented evidence of a specific nature. Performance evaluation reports are intended to provide a written record of specified deficiencies and/or excellence during the rating period in which they were observed. Unrecorded performance is difficult to substantiate in disciplinary hearings.

## SECTION IV

### Performance Rating Scale

#### A. General Introduction

Performance factors noted in Section A of the Performance Evaluation Report are defined in Section V of this manual. Each factor should be rated in relation to the individual employee's duties and degree of responsibility. Raters should not assume that all of the factors are of equal importance and should identify those factors which determined the overall rating. The degree of importance of each factor will vary according to the requirements of each employee's job.

#### B. Performance Level Ratings

The following rating scale is to be used for each factor and for the overall evaluation:

- (5) EXCEPTIONAL: Performance which is consistently and significantly beyond established standards, achieves performance objectives at a fully superior level.
- (4) EXCEEDS PERFORMANCE STANDARDS: Performance which exceeds standards and is noticeably better than the level of full performance.
- (3) COMPETENT: Performance which is fully acceptable, consistently meets standards and achieves performance objectives as desired.
- (2) MEETS MINIMUM STANDARDS: Performance which is below desired level, but meets minimum standards. Some improvement needed to perform at fully competent level.
- (1) MARGINAL: Performance is less than expected; meets standards in some areas, but is less than satisfactory in a significant area or areas. Considerable improvement needed to perform at minimum standards.
- (0) UNSATISFACTORY: Performance which is consistently below standards. Objectives are not met, even under close direction. Substantial improvement is required or the incumbent may be removed from the position in a relatively short time.

## SECTION V

### Performance Factor Definitions and Guides for Use

#### A. Executive & Professional/Managerial Employee Group

##### 1. General Skills and Abilities

- a. Planning and Organization: Projects the future course of action needed to identify and achieve objectives. Sets priorities, coordinates and schedules tasks or events in a logical, systematic manner so as to maximize staff and material resources. Meets deadlines and anticipates problems. Develops and establishes procedures, appropriate work sequences, and sets standards. Sets realistic and challenging goals and achieves those goals within a specified time. Follows-up to insure that delegated tasks and instructions have been properly completed in a timely manner.
- b. Communication Skills: Expresses ideas and thoughts in a clear, concise and logical manner. Includes both written and oral communication skills.
- c. Judgment/Decision Making: Makes logical and sound decisions. Identifies and chooses appropriate solutions from a variety of alternate choices. Evaluates possible decisions and considers ramifications or possible impact of each decision. Recognizes when a decision is necessary and exhibits willingness to make the decision. Accepts responsibility for the consequences of both one's own and subordinate's decisions.
- d. Adaptability: Maintains effectiveness in different situations. Changes and adjusts effort, attitude, and procedures to fit situation in order to obtain desired goal. Remains open-minded and able to see others' points of view. Listens to suggestions and accepts constructive criticism.
- e. Initiative: Motivated to explore the best solution to a particular professional or managerial problem or project. A self-starter.
- f. Performance Under Stress: Produces an acceptable volume and quality of work under pressure and/or opposition. Controls feelings and emotions so that they do not negatively influence judgment or performance. Maintains composure and self-control.
- g. Interpersonal Skills/Customer Service: Is effective and cooperative in dealing with people without arousing antagonism. Functions as part of the team. Maintains an open and approachable manner. Is aware of impact of self on others.

##### 2. Professional/Technical Competence

- a. Job Knowledge/Skill: Applies knowledge of the professional discipline to achieve objective of the job. Awareness of the technical aspects of the job.
- b. Analytical Ability: Integrates, categorizes, and summarizes information and/or data. Recognizes important information and identifies the essence of an idea or problem. Breaks complex problems and tasks into components which readily lend themselves to analysis. Recognizes when additional information is necessary and obtains that information through various research methods.
- c. Professional Development: Keeps abreast of current trends in profession by doing research, reading periodicals and other publications, attending seminars

and school courses and maintaining active memberships in professional societies.

3. Quality and Quantity of Work

- a. Quantity/Quality of Work: Consistently produces acceptable volume of work which meets standards and does not require frequent correction.
- b. Economy of Resources: Uses time and/or resources wisely and productively. Produces cost efficient results.
- c. Creativity: Produces new, imaginative, innovative solutions different from traditional approaches to generate unique and feasible solutions to assigned tasks.

4. Supervisory Skills and Ability

- a. Leadership: Guides and motivates individuals or groups of individuals to achieve tasks and increase efficiency. Encourages productive self-development activities. Encourages employee creativity and suggestions. Recognizes individual differences and treats employees accordingly.
- b. Evaluating Subordinates: Evaluates subordinates in a consistent, objective and fair manner. Provides balance of constructive criticism and praise in evaluating employees. Substantiates formal ratings with examples of actual employee performance. Sets realistic standards and goals for employees to achieve.
- c. Delegation: Uses subordinates effectively and understands where a decision can best be made. Provides adequate guidelines and instructions when delegating tasks. Includes willingness to delegate.
- d. Safety Awareness: Takes responsibility for the identification and elimination of job safety and health hazards. Promotes and communicates safety practices and regulations to employees. Investigates possible job-related accidents and illnesses.

5. Overall Evaluation

Rate the overall performance here by taking into account performance over the full period of service being evaluated. This is the rating used to determine eligibility to take exams and to compute efficiency points to exam scores (Rule 11, Section 7).

B. General Services Employee Group

1. Observance of Work Hours: Refers to punctuality in reporting to or leaving a duty station in accordance with the prescribed schedule or working hours, breaks or leaves of absence. Can the employee be relied upon to be working when and where they are supposed to be?
2. Attendance: A rating of less than competent on this factor shall reflect abuse of leave privileges. Examples of possible abuse of leave are: absence without authorization (AWOL); absence without proper notification; and absence without proper documentation, if required. Frequent or extended absences for legitimate and approved reasons which are in accordance with Civil Service Commission or departmental rules are not a cause for a poor rating on this performance factor.
3. Observance of Rules and Safety Practices: Does the employee consistently comply with rules and regulations applicable to them and their job? All employees, even those who do not work under physically hazardous circumstances, must comply with reasonable safety practices. These practices may reflect specific supervisory directives, or simply forethought for potentially dangerous conditions and use of good common sense. Does the employee endanger their own safety or the safety of others by their actions? Do they help to prevent accidents by practicing good safety procedures?
4. Economy of Time and Materials: Do they use their time wisely and productively? Do they complete assignments in a timely manner? Does the employee reflect concern for care and safety of equipment? Do they request appropriate maintenance and repair of equipment when necessary? Do they express or show concern for safe, responsible and reasonable operation of equipment? Are they concerned with the safe and operational condition of equipment and the appropriate use of materials?
5. Ability to Plan and Schedule Work: Measure the manner and method in which an employee approaches their assigned duties and how successful their planning and scheduling is in achieving desired results and deadlines. Does the employee take time to plan the sequence of steps required in carrying out their tasks? Or do they attack the job thoughtlessly or with such blind enthusiasm that waste and mistakes result or work deadlines are missed? Do they make allowances in scheduling the jobs so that all foreseeable circumstances are properly taken in account? Does lack of planning or poor scheduling indicate reasons for low production or poor quality of work?
6. Ability to Make Sound Decisions and Work Judgments: Is the employee able to make decisions or use good judgment when the necessity arises without seeking instruction or direction from the supervisor? Are they able to work without constant supervision and supervisor approval? Do they use good common sense?
7. Accepts Responsibility: Refers to the degree of willingness an employee exhibits when given responsibility and the manner in which the responsibility is carried out. Does the employee readily accept responsibility or do they avoid it? Do

they deny their responsibility when things go wrong? Or are they quick to own up to their failures? Do they consistently act in a responsible manner?

8. Accepts Direction and/or Constructive Criticism: Does the employee demonstrate by their work behavior that they have accepted the direction? Do they chronically challenge supervision, instruction or criticism? Do they meekly or passively accept direction they think might be faulty? Do they blindly or uncaringly carry out such directions? Are they resentful of direction or supervision? Do they accept direction, but complain about it to their co-workers?

#### QUALITY AND QUANTIFY OF WORK

9. Accuracy, Neatness & Thoroughness of Work: The degree of excellence of the work performed over the entire rating period is measured here. In rating this factor, attention should be paid to the consequence of poor quality work. Is the employee's work neat, accurate, thorough and acceptable? Must the work be redone, thus reducing the potential volume of acceptable work which could have been produced? Do errors in the employee's work affect the efforts of others? Does poor work too often reflect adversely upon the department? Does the employee take pride in their work and consistently make an effort to do their best?
10. Volume of Acceptable Work: Refers to the amount of work required to meet job standards. Does the employee consistently accomplish a day's work for a day's pay? Do they produce enough work so that there is clearly a net asset? This should measure not only volume, but the extent of difficulty of the work done.
11. Effectiveness Under Stress: There are some positions where pace, pressure and tempo are consistently demanding. Is the employee capable of meeting rapidly changing deadlines? Can they produce an acceptable volume and quality of work in an emergency? Is their work generally organized well enough to meet unforeseen contingencies? Before marking this factor, consider whether stress is inherent in the position or results from the employee's failure to properly plan and organize their work.

#### PERSONAL RELATIONS

12. Grooming and Dress: An appropriate type of dress and standard of good grooming is required in every position. Does the employee meet the standards of dress commensurate with their position and the degree of public-employee contact they make? Are they consistently clean, neat and appropriately groomed?
13. Internal Customer Service/Cooperation with Fellow Employees: Reflects those contacts which either improve or reduce the effectiveness of the employees involved. Do they mind their own business, but at the same time have a proper concern for the problems of other employees whose job touch theirs? Are they disruptive? Do they bother or embarrass others with their personal opinions? Are they a positive influence? Do they willingly cooperate with their fellow employees and are they friendly and conscientious?

14. External Customer Service/Meeting and Dealing with the Public: Refers to all public contact made through personal or telephone conversations, correspondence and day-to-day appearances before the public. In some cases, it may be highly critical, while in other cases it may have relatively little weight. Does the employee's exposure to the public eye and ear reflect credit on the City and promote a good public image? Is the employee courteous and discreet in their public contacts and behavior? Are they aware of the necessity to present consistently good appearance to the public?

#### ADAPTABILITY

15. Performance in New Situation: Does the employee accept change willingly? Do they slow down progress or cause inefficiencies by resistance to change? Do they adapt satisfactorily to new work surroundings, new equipment, new procedures, and new supervisors? Are they willing to try?
16. Work Knowledge and Job Skill Level: Includes the range of pertinent City policies, regulations, and procedures relating to the employee's assignments. Has the probationary employee acquired an acceptable working level of job knowledge? Is the permanent employee keeping up-to-date with changed policies and procedures and with technological advances in their occupational field? Does the employee consistently demonstrate at a proper level the skills prerequisite to entry in the job class? Have they made any effort to improve their basic skill levels? Do they have the potential for acquiring or developing their job skills to a higher-level of proficiency? Should they undertake a brush-up or back-to-school program?
17. Initiative and Problem Solving: Refers to initiation of action by the employee. While initiative shows up in the form of suggestions and constructive criticism, it is most obvious when the employee acts to produce more efficient, productive or economical methods and procedures. Does the employee show self-reliant enterprise? Do they take opportunities to exercise initiative or must they be prodded into action? Are they alert to operating efficiency and cost-cutting? Are they inventive? Do they offer practical constructive criticism?

#### PERFORMANCE TRAITS

18. Appearance of Work Station: Reflects the employee's neatness and efficient arrangement of work area. Does the appearance of the employee's work affect the quality of work conducted here? Does the appearance of the work station contribute to a desirable work atmosphere or a proper public image?
19. Written Expression: This factor applies to the employee whose job requires the composition of written reports and correspondence. Is the written report consistently clear and concise? Do reports indicate thorough research and presentation of facts? Are letters courteous as well as factual?
20. Oral Expression: Reflects the employee's ability to present verbal reports to small or large groups. This would also include participation in meetings and



conferences and the conduct of training sessions. Are they able to present their material so that it is interesting and understandable? Are they effective in thinking on their feet and able to respond to reasonable questions?

21. Additional Factors: (Spaces have been left for additional factors the rater may consider necessary in achieving a view of the employee's total job effectiveness.)

#### SUPERVISORY FACTORS

1. Organizing and Planning: Knowledge, talent, and mental effort are required in planning and organizing the work of subordinates. Does the supervisor constantly keep alert to possibilities or work simplification? How well do they analyze and then put into effect improved and more efficient work processes? Do they plan improvements or changes and effect them in a logical and systematic manner?
2. Scheduling and Coordinating: This is the next logical step and is a critical phase of the supervisor's function. Does the supervisor effect the necessary scheduling or rescheduling of work? Do they provide the necessary personal coordination of the work, not only among their subordinates, but among other work sections, departments and divisions?
3. Training and Instructing: Training refers to orientation of new employees or to the demonstration and exploration of technical methods, procedures and rules in which the new employee cannot be expected to be competent. It also refers to introducing permanent employees to changing materials, methods, procedures and techniques as well as improving basic qualifying skills to their highest potential level. Instructing, while allied to training, refers more to day-to-day or periodic surveillance and supervision of employee performance. It may be an occasional word about such things as telephone technique or how to put a sharper edge on a cutting tool; it may be a planned periodic get-together of a small group of employees in which effective methods, techniques, and standard procedures are explained, demonstrated, and reviewed. Does the supervisor plan and carry out a program of training and orientation for new employees? Do they provide for the correction of any technical skill deficiency in new employees? Do they provide training for permanent employees in new methods and procedures? Do they assist employees in self-development programs?
4. Evaluating Subordinates: Measures the accuracy and manner in which the supervisors approach and complete the formal evaluation of their subordinates. Does the supervisor exhibit a good balance of constructive criticism and praise in evaluating employees? Do they indicate how an employee's work may be improved when improvement is needed? Are their evaluations positive contributions to employee development? Are their evaluations consistently objective, fair and accurate?
5. Leadership: Does the supervisor spur subordinates to their best efforts through example and force of personality rather than by relying on the authority of their position? Do they mold them into a group or team whose cooperative and willing endeavors surpass their individual performances collectively? Do they exercise a

style of leadership conducive to an atmosphere in which employee are optimistic and positive and the goals of the organization are consistently met or exceeded?

6. Utilization of Personnel and Materials: Are assigned functions accomplished? Completely? On time? Is the quality of the work produced by the supervisor and their staff up to standard? Does the supervisor find ways to accomplish the "impossible?" Do they schedule persons and materials to keep from being "caught short?" Is the supervisor truly budget conscious? Do they live within their budget? Do they make careful and accurate budget estimates? Do they know, or periodically calculate operational costs for units or phases of their operational responsibility?
7. Supervisory Control: Refers to the maintenance of order in all areas of supervisory functions and jurisdiction. Do the supervisor's employees perform their duties and functions in an orderly and disciplinary manner which is in harmony with the environment and which promotes work objectives? Do the employees have a clear understanding of behavior and performance standards which are expected? Does the supervisor enforce these standards consistently? Is the supervisor "accepted" by their subordinates and in full control at all times? Is there discipline and control at all times? Is the discipline and control too oppressive?
8. Enforcement of Safety Rules and Regulations: Complies with and enforces established safety rules and regulations to provide a safe and healthy environment for subordinate personnel; and to avoid injury to the public and damage to City and private property.
9. Additional Factors: (Spaces have been left blank for any additional supervisory factors which the rater feels should be included as determinates of supervisory effectiveness necessary to the position of the employee being evaluated. These may come under the heading of particular qualities or skills, without which effective supervision cannot be achieved. Intangible qualities and references to character or personality should be avoided.)

## SECTION VI

### The Evaluation Interview

- A. Review your initial evaluation of the employee's performance and consider why you evaluated their work as you did.
- B. Determine what you want to accomplish in the interview and plan your discussion accordingly. You should have as your main objective, an improvement in the employee's performance and willingness to work. If these are already superior, the objective to consider would be one of commendation and maintenance of excellence.
- C. Arrange a place for the discussion which is comfortable, private, and provides freedom from interruption. The meeting is between the supervisor and the employee and is of no concern to anyone else. Allow plenty of time for both the supervisor and employee to freely express themselves on all issues related to the evaluation.
- D. Put the employee at ease. Create the impression that you have time for the interview and that you consider it highly important.
- E. Explain the purpose for the discussion and the reasons for evaluation of performance.
- F. Make the employee feel that the interview is a constructive cooperative one, by placing primary interest upon their development and growth. Avoid any implication that the meeting was arranged for warning or reprimanding the employee. Tell the employee what they do best, by mentioning their strong points and then explain problem areas where they need to improve.
- G. Be open-minded to the opinions and facts presented by the employee. Be willing to learn about them. Don't dominate or cross-examine. Avoid argument. Remember that the employee must do most of the talking at some points of the interview. Ask questions which will encourage the employee to provide solutions to any performance problems and to make suggestions for better operations.
- H. After discussing the evaluation of their performance, discuss, and record performance goals for the next evaluation period. Work unit goals are established for supervisory employees who have the authority to influence and control the progress of the unit. Individual performance goals may be established for employees where specific work deficiencies or trainings needs are noted.
- I. You should close when you have made clear whatever points you intended to cover; when the employee has had a chance to review their problems and has released any emotional tensions that may have existed; when plans of action have been cooperatively developed; and when you and the employee are at a natural stopping point. Always reassure the employee of your interest in their progress, and indicate willingness to take up the discussion again at any time.
- J. Have the employee sign the rating form and give them a copy. Explain that signing means only that they have seen and received a copy of the evaluation and not that they agree with the evaluation. If the employee does not wish to sign their rating, give them the copy and note that they did not wish to sign. Failure to sign by the employee is not to be a basis for disciplinary action.

### *LIST OF RELATED C.S.C. CHARTER PROVISIONS AND RULES*

*Charter Article VI, Section 6-12 – Standards of Efficiency*

*Rule 14 – Appeal of Efficiency Ratings*

*Rule 9, Section 2 – Examination, Marking and Rating*

## NOTES

[illegible]

